COURSE DESCRIPTION:
This course will survey the cultural history of Jerusalem over three millennia, primarily as the symbolic focus of three faiths: Judaism, Christianity, and Islam. The course content will focus on the transformation of sacred space as reflected by literary and archaeological evidence by analyzing the artifacts, architectural monuments, and iconography in relation to written sources. Prior knowledge of Christianity, Judaism, Islam or other ancient Near Eastern religions is NOT required or expected. Course requirements will focus on the development of writing skills and critical thinking.

You will write and revise two essays in this course (Paper #1 and Paper #2). Each essay emphasizes different aspects of the writing and rewriting process, including how to advance your ideas in the context of what others have said; how to organize an essay and maintain its focus; how to use evidence from primary sources effectively and appropriately; and how to present your ideas clearly to an audience, in text and orally. Shorter written assignments include: a summary, a film analysis, a reflection portfolio, and an extra credit opportunity.

Required Readings and Textbooks:
- Karen Armstrong, Jerusalem: One City, Three Faiths (New York: Ballantine, 1997)-$22 new in bookstore; $16.00 used
- Gerald Graff/Cathy Birkenstein They Say/I Say (UCSD Custom version)-$40 new; $30 used (you will use this textbook in CAT 1-3 classes)
- Biblegateway (NRSV Version) and Qur’an
- Required readings linked on syllabus; also available on the course website (CW)
By the End of CAT 1, Students Should ...

Critical Reading and Writing:
- Find and summarize academic arguments
- Use writing and reading for inquiry, learning, thinking, and communicating
- Identify and explicate a text’s purpose and argument

Genre and Rhetorical Knowledge:
- Understand how genres shape reading and writing
- Critically read across several genres and modes (from written to digital to visual)
- Identify and use genre conventions ranging from structure and paragraphing to tone and mechanics appropriate to the rhetorical situation
- Control such surface features such as syntax, grammar, punctuation, and spelling
- Practice appropriate means of documenting their work

Process
- Develop flexible strategies for generating, revising, editing, and proofreading

Discussion Sections:

<table>
<thead>
<tr>
<th>Section</th>
<th>Code</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Time</th>
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Course Requirements:
- Course attendance (15%). Student participation is vital to the collaborative learning process. Lectures on course content will be interactive and students
are encouraged to ask questions and comment on the material. You need to be in class to participate; habitual tardiness or missing classes will dramatically reduce your participation grade. On-time attendance in lecture, section is required.

1. Please notify your TA if you must be absent for illness or family emergency. You may miss up to four lectures and two discussion sections without it affecting your grade. After that, each additional absence deducts 1/3 of a letter grade from your final course grade (i.e. an A- would become a B+). Missing 8 or more classes (lecture or discussion section), will result in an automatic fail for the course. Excessive tardiness will also impact your grade and may be grounds for an absence.

2. There will also be a mandatory Library Workshop during week 6. This is in addition to your regularly scheduled discussion section. Failure to attend will reduce your participation by a ½ letter grade (i.e., an A- would become a B+).

3. You are expected to attend 3 CAT Events during the quarter and write a response. These events are a great opportunity to get out in the community and participate in culture. Failure to attend 3 CAT Events will reduce your participation by a ½ letter grade (i.e., an A- would become a B+).

4. Lectures for this class will not be posted on the course website. However, I will regularly post articles, ideas, and screening questions related to the course and the week’s topics.

5. See CAT Policies for a description of what is considered “A level” class participation.

- Written Assignments (2 papers; 1 Summary; 1 Film Analysis: 50%)
  1. Papers (First Draft and Revised) turned in at any point after the beginning of class are considered late. Late papers will be marked down ½ grade per day (beginning in class). Any draft of a paper more than one week late will not be accepted (will receive a 0 grade). Both drafts and any requested documentation must be submitted to be considered for a full grade.
  2. All papers (including drafts) not submitted to Turnitin by midnight on due date will be reduced ½ grade on the final draft. Papers will not be returned if there is no Turnitin submission.
  3. Word count: Please stay within the assigned word count for each assignment.
  4. Academic integrity of scholarship is essential for any academic community. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the
university defines as violations of academic integrity. More information is available at: academicintegrity.ucsd.edu. Students must submit their coursework through the TritonEd website to turnitin.com to screen for plagiarism. The UCSD Sanctioning Guidelines explain integrity offenses in greater detail.

- **Group presentation (10%).** Group presentations will take place in discussion section weeks 5 & 6 in conjunction with Paper #2: Reflection.
- **Impromptu Writings (2: 2.5% each; total 5%).** The impromptu class writings are designed to assess your comprehension of the They Say I Say textbook. These quick writes will be open book/open notes and will take place on 2 random Fridays throughout the quarter.
- **Midterm Exam (15%).** There will be a cumulative midterm exam week 7. This exam will consist of multiple-choice, fill in the blanks, dates, passage identification, and a series of essays. A review sheet will be posted on the course website by week 4.
- **CAT 1 Portfolio (5%).** Uploaded to TritonEd by Monday, December 10th-3pm.
- **Optional Extra Credit (% grade bump up on Paper #1).** Read the assigned reading and compose three questions that show deep engagement with the material. The article and expectations for the assignment will be sent out week 7.

**Important Dates:**

<table>
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<th>Date</th>
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<tbody>
<tr>
<td>Summary Due (week 3)</td>
<td>Oct 15</td>
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<tr>
<td>Paper #1 Draft Due (week 4)</td>
<td>Oct 24</td>
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<tr>
<td>Paper #1 Returned (week 5)</td>
<td>Oct 31</td>
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<tr>
<td>Group Presentations (weeks 5 &amp; 6)</td>
<td>Oct 29-Nov 9</td>
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<td>Library Visit (week 6)-see schedule here</td>
<td>Nov 5-9</td>
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<tr>
<td>Paper #1 Final Draft Due in lecture (week 6)</td>
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<td>Midterm Exam (week 7)</td>
<td>Nov 16</td>
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<td>Presentation Reflection Draft Due (week 9)</td>
<td>Nov 26</td>
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<td>Presentation Reflection Returned (week 10)</td>
<td>Dec 3</td>
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<tr>
<td>Film Analysis Due (week 10)</td>
<td>Dec 7</td>
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<td>CAT Events Due (Week 10)</td>
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**Grading Breakdown:**

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<td>Summary</td>
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<td>Group Presentation</td>
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<td>Film Analysis</td>
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<tr>
<td>Impromptu Writing</td>
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<tr>
<td>CAT 1 Portfolio</td>
<td>5%</td>
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<tr>
<td>Extra Credit (Paper #1)</td>
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**Paper Topics**

**Paper #1: Jerusalem as Sacred Space in the Biblical Literature (Analytical Writing, 20%):** 2-3 pages (500-750 words) in length.

The goal of this paper is to explore how certain biblical texts describe the process by which Jerusalem became known as sacred space.

Prompt: Choose 3 of the following passages and discuss which expressions and events found in these texts are the most important in conveying that Jerusalem was a holy city in ancient Israel. How do these passages align with Eliade’s sacred space criteria? How do they differ? What are some of the challenges associated with using these particular passages to illustrate sacred space formation? What are some of the advantages?

Biblical texts: Genesis 2-3; Genesis 22; Exodus 15:1-18; Deuteronomy 12:1-19; 2 Samuel 5–7; 2 Samuel 24; 1 Kings 6-9; 2 Chronicles 3:1–2; Psalm 46; Psalm 48.

- Analytical Paper of 2-3 pages (500-750 words)
- **Goals:** Thesis writing; Development of analytical writing skills; Critical reading of texts; Outlining; Revision
Use MLA format for the paper

**Paper #2: Multimodal Project (Presentation 10%; Presentation Reflection Paper 10%):** 1-2 pages in length (250-500 words).

The goal of this assignment is to synthesize your knowledge of sacred space formation by researching, presenting, and reflecting on a site of your choosing. While the presentation is a group project, each student will write their own reflection paper.

Prompt: All of the world’s major religions are associated with a holy site(s). What makes a place sacred? What is the difference between sacred and profane space? Are there specific criteria a place must meet to be considered sacred space? Why are certain places the cause of violent uprisings, whereas other sites maintain a peaceful presence?

1) Choose a recognized sacred location in the world (i.e., Mecca-Saudi Arabia, Shwedagon Pagoda-Myanmar, The Lotus Temple-India, etc.). You can also think outside the box on this one. Past topics have included: Ground Zero, Mt. Everest, Boda Gaya, San Diego Mission, The Statue of Liberty, Wall street/Money as Religion, Yosemite, etc.
2) Research online the origin, history, and traditions associated with the site.
3) Create a fifteen-minute presentation illustrating your findings (groups of 3 or 4). Your final slide should list 3-4 questions to initiate group discussion.
4) Summarize your findings in written form: Critical Reflection/Paper #2 (1-2 pages; 250-500 words).
5) Each group in the discussion section should choose a separate sacred location, so that two groups do not present on the same site.

Some questions to consider:

When did this location become recognized as a holy site? Does this site attract pilgrims? What rituals are associated with this place? What role has the media played in acknowledging this site in the last few decades? How has the geographical location of this sacred site influenced the economic or political spheres of the surrounding area?

- Group Presentation and Critical Reflection/Paper #2 (1-2 pages; 250-500 words)
- Goals: Collaboration with peers; summarizing information found online; compiling a response to a specific topic; reflection of the entire process.
- Group Presentation Rubric

**Useful Resources**

1) [Google Calendar Link](#)-Important dates/Assignments for Class
2) Writing Resources:
   - [Hub Writing Center](#)
• **OASIS**
  • Helpful Videos/Handouts-on TritonEd under “Writing Resources”

3) **CAT General Policies**
  • Pay attention to what is considered “A grade” for participation
  • Pay CAREFUL attention to the definition of “Academic Integrity”

4) **CAT 1 Rubric**
  • also on TritonEd under “Syllabus”

**Pantoja Classroom Expectations**

“We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment” (excerpt from UCSD’s Principles of Community).

My classroom is a place where ideas are generated and discussed. We will not all agree on every single issue, but my expectation is that we will respect one another and think carefully about our word choice. I strive to foster a community of shared humanity where all students are appreciated and supported.

Technology is allowed in my classroom. However, if you are planning on using your computer to check social media or shop, please sit in the back of the classroom. Your internet searches may distract other students from engaging with the course material.

**COURSE SCHEDULE**

*Readings are due the day that they are listed in the course schedule-bibliography.*

**Week 0**

Sep 28  Jerusalem: The Center of the World...On the Road to Nowhere
  • “A Professor’s Pointers For Success in College”
  • “On Office Hours”

  Discussion: No discussion section week 0

**Week 1**

Oct 1  Jerusalem as Physical and Sacred Space
  • Armstrong, “Introduction” and 1–21 (chapter 1)
  • Brief Synopsis of Modern Conflict
Oct 3  The Biblical Myths of Jerusalem’s Founding
  ● Hebrew Bible: Genesis 22
  ● Armstrong, 22–36 (chapter 2)
  ● Eliade, *The Sacred and the Profane* 8-65 (CW)

Oct 5  Introduction to College Writing: Critical Reading/Thinking
  ● *They Say, I Say,* "Entering the Conversation," 1-15
  ● Ch 1 *They Say, I Say,* "They Say," 19-29

Discussion: *They Say I Say* overview; MLA Formatting.

**Week Two**

Oct 8  The Davidic Dynasty and Jerusalem
  ● Hebrew Bible/Judges 19-21
  ● Hebrew Bible/2 Samuel 24
  ● Schultz, “Sacred Space” (CW)
  ● Armstrong, 37–46 (chapter 3; 1st half)

Oct 10 Solomon’s Jerusalem: The Building of the First Temple
  ● Hebrew Bible/1 Kings 7-8
  ● Hebrew Bible/Genesis, 1-2
  ● Armstrong, 47–55 (chapter 3; 2nd half)
  ● Stager, “Jerusalem and the Garden of Eden” (CW)

Oct 12 How to Summarize
  ● Ch 2 *They Say, I Say,* “Her Point Is,” 30-41

Discussion: Work on Summary. Choose groups for presentation.

**Week 3**

Oct 15 Hezekiah and Zion Traditions
  ● Hebrew Bible/ 2 Kings 16–20
  ● “Sennacherib’s Campaign against Judah” (CW)
  ● Optional: Armstrong, 56–78 (chapter 4)

*Summary due at beginning of lecture!* [click here for prompt]

Oct 17  *Our Way Back* Short Film/*Ten Bell Tolls* Short Film
  ● Hebrew Bible/Lamentations 1
  ● Corrigan Reading-Film Analysis
  ● Armstrong, 79–87 (chapter 5; 1st half)

Oct 19 Israeli Filmmakers: Moshe Rosenthal & Eli Rezik
  ● Come with Questions to ask Moshe & Eli
  ● Turn in written notes from films to TAs
Discussion: Thesis and Argument; work on Paper #1; Group work on group presentations
  ● Ch 32 *They Say I Say*, “Arguing a Position,” 360-386

**Week 4**

**Oct 22**
Jerusalem in the Second Temple Period
  ● Fitzgerald, “Archaeology, the Bible and Modern Faith” (CW)
  ● Schiffman, “Origin and Early History of the Qumran Sect” (CW)
  ● Armstrong, 103-124 (chapter 6)

**Oct 24**
Jerusalem and the Early Jesus Movement
  ● New Testament/Matthew 1; 5-7 (The Sermon on the Mount)
  ● New Testament/John 1
  ● Armstrong, 143-152 (chapter 7; 2nd half)

**Paper #1 Draft Due at beginning of Lecture!**

**Oct 26**
Topic Sentences & Transitions
  ● Ch 4 *They Say I Say*, “Yes/No/Okay, But,” 55-67
  ● Ch 24 *They Say I Say*, “Editing and Proofreading,” 285-289

Discussion: Anne Lamont, *“Shitty First Drafts”*; Peer Review; Group work on Group Presentations.

**Week 5**

**Oct 29**
Images of Jerusalem in Early Christian Literature
  ● New Testament/Matthew 5
  ● New Testament/John 2
  ● New Testament/Acts 1-3
  ● Optional: Armstrong, 174-193 (chapters 9)

**Oct 31**
Jerusalem between Christianity and Islam
  ● The Quran/Surah 21, 20, 14, 12, 2
  ● Neuwirth, *“The Spiritual Significance of Jerusalem in Islam”* (CW)
  ● Armstrong, 217–244 (chapter 11)

**Paper #1 Draft handed back in Lecture!**

**Nov 2**
The Magic Happens in the Revision: PEAR Modeling
  ● Ch 5 *They Say I Say*, “And Yet,” 68-77
• Ch 11 *They Say I Say*, “He Contends,” 139-159

Discussion: Group Presentations

**Week 6**

Nov 5  From the Holy Mosque to the Furthest Mosque: Jerusalem in Early Islam
- The Quran/Surah 17
- Mourad, “The Symbolism of Jerusalem in Early Islam” (CW)
- Armstrong, 257–267 (chapter 12; 2nd half)

Nov 7  Abraham in Judaism, Christianity, and Islam
- The Quran/Surah 37:99-122
- The New Testament/Hebrews 11
- The New Testament/Romans 4:5-8
- Alam “Ishmael and Isaac” (CW)
- Rubenstein “What was at Stake in the Parting of the Ways” (CW)

Nov 9  Instructions for Paper #2: Reflection
- Ch 36 *They Say I Say*, “Reflections,” 411-418

**Paper #1 Revision Due at the Beginning of Lecture!**

Discussion: Group Presentations

**Don’t forget to visit library workshop this week!** [CLICK HERE FOR SCHEDULE]

**Week 7**

Nov 12  Veteran’s Day-No Class!

Nov 14  Midterm Review

Nov 16  MIDTERM

Discussion (Wed & Fri) Work on Paper #2: Reflection
- *They Say I Say* “So What? Who Cares?” 92-102

**Week 8**

Nov 19  The Crusades: Violence and Religion
- Cowdrey, *Pope Urban II’s Preaching* (CW)
- Armstrong, 271–289 (chapter 13; 1st half)

Nov 21  **Thanksgiving Holiday-no class!**

Nov 23  **Thanksgiving Holiday-no class!**

Discussion (Wed & Fri) Work on Paper #2: Reflection
- *They Say I Say* “So What? Who Cares?” 92-102

**Week 9**

Nov 26  Late Islamic Jerusalem/The Modern Period
- “Balfour Declaration” (CW)
- Laurent and Riedlmayer, “Restorations of Jerusalem” (CW)
- Armstrong, 358-370 (chapter 16)

**Reflection Paper Draft due at the beginning of lecture!**

Nov 28  National Geographic Film on Jerusalem
- El-Khatib, *Jerusalem in the Quran* (CW)
- Armstrong, 371-397 (chapter 17)

Nov 30  “Surviving Peace” Documentary, part 1

Discussion: Go over Final Reflection Portfolio template.
- Ch 8 *They Say I Say* “As a Result,” 105-120

**Week 10**

Dec 3  “Surviving Peace” Documentary, part 2

**Reflection Paper Draft handed back in Lecture!**

Dec 5  Marik Shtern Guest Lecture
- Abdul-Wahab Kayyali, *Zionism and Imperialism* (CW)
- Armstrong, 398-430 (chapter 18)

Dec 7  Discussion of “Surviving Peace” Documentary with the Director, Josef Avesar; Jerusalem and the Future-Concluding Remarks

**Film Analysis Due in Lecture!**
**Extra Credit Questions Due Friday 12/7 at 11:59 pm!**
Discussion: Revision workshop Reflection Paper; Work on Portfolio.

Finals Week

Dec 9  Submit online your CAPE evaluations for the course. Each discussion section that submits 90% of their evaluations, will receive a grade bump up on the midterm exam (for all students in that section).

Dec 10  CAT 1 Portfolio Due (You will only submit an electronic copy of the assignment to TritonEd by 3pm)
# Timeline of Jerusalem’s History (1200 BCE-1914 CE)

## Ancient Israel/Early Judaism

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<th>Event</th>
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</thead>
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<tr>
<td>1200</td>
<td>Beginning of Iron Age</td>
</tr>
<tr>
<td>1000</td>
<td>King David captures Jerusalem</td>
</tr>
<tr>
<td>960</td>
<td>Solomon builds First Temple</td>
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<tr>
<td>928</td>
<td>Division of the United Monarchy</td>
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<td><strong>745–612</strong></td>
<td><strong>Assyrian Period</strong></td>
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<tr>
<td>722</td>
<td>Destruction of the northern kingdom of Israel</td>
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<tr>
<td>640</td>
<td>Beginning of the reign of King Josiah of Judah</td>
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<td><strong>597–539</strong></td>
<td><strong>Babylonian Period</strong></td>
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<tr>
<td>597</td>
<td>First Babylonian deportation</td>
</tr>
<tr>
<td>586</td>
<td>Destruction of the First Temple by Babylonians</td>
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<tr>
<td><strong>539–332</strong></td>
<td><strong>Persian Period</strong></td>
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<tr>
<td>539</td>
<td>Edict of Cyrus</td>
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<tr>
<td>515</td>
<td>Rebuilding of temple in Jerusalem (“Second Temple”)</td>
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<tr>
<td>458</td>
<td>Ezra the priest institutes reforms in Jerusalem</td>
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<tr>
<td><strong>332–63</strong></td>
<td><strong>Hellenistic Period</strong></td>
</tr>
<tr>
<td>332</td>
<td>Alexander the Great captures Jerusalem</td>
</tr>
<tr>
<td><strong>164–63</strong></td>
<td><strong>Maccabean/Hasmonean Period</strong></td>
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<tr>
<td>164</td>
<td>Rededication of the temple by Maccabees</td>
</tr>
<tr>
<td>63</td>
<td>Roman general Pompey captures Jerusalem</td>
</tr>
<tr>
<td>20 BCE</td>
<td>Herod beginning remodeling “Second Temple”</td>
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## Early Christianity/Late Roman

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<th>Event</th>
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<tbody>
<tr>
<td>4 BCE–30 CE</td>
<td>Life of Jesus of Nazareth</td>
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<td>5–67 CE</td>
<td>Life of Paul the Apostle</td>
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<tr>
<td>66</td>
<td>Beginning of First Jewish Revolt</td>
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<tr>
<td>70</td>
<td>Destruction of the Second Temple in Jerusalem</td>
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<td>132–135</td>
<td>Roman emperor renames Jerusalem <em>Aelia Capitolina</em></td>
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<td>306–337</td>
<td>Reign of Constantine I</td>
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<td>313</td>
<td>Edict of Milan</td>
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<tr>
<td>325</td>
<td>Council of Nicaea</td>
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## Early Islam to the Modern Era

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<tr>
<td>570–632</td>
<td>Life of Muhammad</td>
</tr>
<tr>
<td>638</td>
<td>Caliph Umar captures Jerusalem</td>
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<tr>
<td>661–750</td>
<td>Umayyad Islamic dynasty controls Jerusalem</td>
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<tr>
<td>692</td>
<td>Completion of the Dome of the Rock</td>
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<tr>
<td>705</td>
<td>Completion of Al-Aqsa Mosque</td>
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<tr>
<td>1009</td>
<td>Al-Hakim destroys Church of the Holy Sepulcher</td>
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<tr>
<td>1095</td>
<td>Pope Urban II calls for the First Crusade</td>
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<td>1099</td>
<td>Crusaders conquer Jerusalem</td>
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<td>1187</td>
<td>Battle of the Horns of Hattin; Saladin captures Jerusalem</td>
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<tr>
<td>1250</td>
<td>Rise of Mamluk Dynasty</td>
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<td>1517–1917</td>
<td>Ottoman Period</td>
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